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AUTHOR McLean, Gary N.
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ABSTRACT

This final report describes the conduct of a project that produced a workshop on developing management case studies relevant to public administration in Pakistan from which six publishable cases with teaching notes resulted. The terminal objective for the workshop (that each workshop team would develop at least one extended case study plus a teaching note and include a signed release form) was developed on the basis of a needs assessment that included interviews with Academy for Educational Development (AED) officials, a review of previous consultants' reports, and interviews with the faculty and administration of the National Institute of Public Administration. The workshop involved a one-day presentation on case development; extensive individual team guidance and support in selecting topical areas and agencies to use, developing interview guides, collecting case material, writing the case and the accompanying questions, returning to the agencies for their critique and signing of the release form, making revisions, and developing and revising teaching notes; and the presentation of the cases by the teams for the primary purpose of identifying areas for improvement in the cases and in the teaching notes. In addition to the 6 case studies, the workshop resulted in a commitment by 13 faculty members to forward the draft of 13 more cases and teaching notes to the project consultant. The document includes a day-by-day description of the workshop design, a discussion of evaluation results, 11 recommendations for consideration by AED, and a list of 25 references. A variety of supporting documentation and the workshop evaluation forms are appended. (CML)

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PAKISTAN-SPECIFIC CASE DEVELOPMENT FOR THE ADVANCED MANAGEMENT COURSE IN PUBLIC ADMINISTRATION AT THE NATIONAL INSTITUTE OF PUBLIC ADMINISTRATION (NIPA) LAHORE, PAKISTAN

June 9 - July 15, 1989

FINAL REPORT

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Consultant:

Dr. Gary N. McLean
Professor and Coordinator
Training and Development
University of Minnesota
St. Paul, MN 55108 USA

July, 1989

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EXECUTIVE SUMMARY

After conducting a needs assessment, that included interviews with AED officials, a review of previous consultants' reports, and interviews with the faculty and administration of NIPA-Lahore, a terminal objective and a workshop design were developed and approved.

The terminal objective identified for the workshop was:

> Each team will develop at least one extended case study with a teaching note to be used in a specific phase of the Advanced Management course. The materials will be complete, accurate, and typed, without language errors, and will be accompanied by a signed release form from the cooperating agency.

The Academy for Educational Development (AED) had established a minimum objective of four completed cases with teaching notes.

The workshop design included a one-day presentation on case development; extensive individual team guidance and support in selecting topical areas and agencies to use, developing interview guides, collecting case material, writing the case and the accompanying questions, returning to the agencies for their critique and signing of the release form, making revisions, and developing and revising teaching notes; and the presentation of the cases by the teams for the primary purpose of identifying areas for improvement in the cases and in the teaching notes. Twelve of the 13 available faculty members participated throughout the workshop.

Six publishable cases with teaching notes resulted by the conclusion of the workshop. Each faculty member also made a commitment to forward the draft for one additional case and teaching note to the consultant no later than October 1. Reaction evaluations completed by the participants indicated a high level of satisfaction with the workshop--with an overall final satisfaction rating of 4.7 on a 5-point scale.

Major recommendations arising from the report include: strengthening the teaching note component of the workshop; including a major component on facilitating cases in future workshops; continuing the current effort by having the consultant review drafts of the contracted cases, return them to faculty for revision, and then return for a short workshop (about two-weeks, to include facilitation skills) when the revisions have been submitted; revising the Advanced Management course's objectives; continuing to plan for a publication of cases (with an invitation extended to other NIPA faculty to participate); improving computer utilization in NIPA-Lahore, both by faculty and support staff; improving library facilities at NIPA-Lahore, especially in case development and facilitation; and the provision of more extensive orientation materials prior to consultant departures.

TABLE OF CONTENTS

Executive Summary

Scope of Work..... 1

Needs Assessment..... 1
Interviews with AED Personnel in Washington, DC..... 1
Interviews with AED Personnel in Islamabad, Pakistan... 1
Secondary Information Related to Pakistan's Culture and History..... 2
Secondary Information Related to Public Administration in Pakistan..... 2
Final Reports of Previous AED Consultants in Case Studies..... 3
Interviews with NIPA-Lahore Faculty and Administration..... 4
Observations of Faculty Facilitating Case Presentations..... 5

Workshop Design..... 6

Workshop Development..... 8

Implementation..... 8

Evaluation..... 10

Recommendations..... 11

References..... 14

APPENDICES

Appendix A: Detailed Activities of Consultant in Support of the Scope of Work..... 16

Appendix B: Supporting Handouts..... 22
Review of Developing Cases..... 22
The Normal Case Writing Process..... 25
Case on Case Writing..... 26
Writing Teaching Notes..... 30
Team Assignments..... 31
The Role of the Consultant..... 32
Release Granting Permission to Publish Case..... 33

Appendix C: Evaluation Forms..... 34
Reaction Formative Evaluation..... 34
Reaction Summative Evaluation..... 35
Commitment for Additional Case..... 37

Appendix D: Evaluation Results..... 38
Reaction Formative Evaluation Results..... 38
Reaction Summative Evaluation Results..... 40
Commitments for Additional Cases..... 42

Appendix E: Certificate Awarded at Conclusion of Workshop.. 43

SCOPE OF WORK

The original purpose of this project was stated by the National Institute for Public Administration (NIPA)-Lahore as:

> To provide on-site consulting assistance to NIPA-Lahore to develop Pakistan-specific cases to support various phases of the Advanced Course [in Management] and for the proposed materials clearinghouse project.

The Academy for Educational Development (AED) established a minimum objective of four completed cases with teaching notes. The five stages of the cycle of a training program--needs assessment, design, development, implementation, and evaluation--are described in detail in this report. Day-by-day activities in support of this scope of work are provided in Appendix A.

NEEDS ASSESSMENT

Several phases were anticipated in preparation of carrying out the activities to support such an objective. These phases included interviews with AED personnel in Washington, DC, and in Islamabad, Pakistan; review of existing secondary data relative to Pakistan's culture and history, in general, as well as public administration in Pakistan; a review of the final reports of previous AED consultants who had worked in the area of case development with the NIPA-Lahore faculty; interviews with the NIPA-Lahore faculty and administration; and observations of faculty facilitating cases they had developed.

Interviews with AED Personnel in Washington, DC

Immediately prior to departure from the United States, I visited briefly with Peter Boynton and Martha Malcolm Cooper in the Washington office of AED. They were able to provide an overview of the project as a whole, as well as providing me with the names of individuals in Pakistan whom they knew had had involvement in the case process previously. They were also able to provide a copy of the final reports from Swing and Iftikhar (1987) and Swing (1987) on materials development and some general, though outdated, secondary information on Pakistan and public administration in Pakistan. As for the specific assignment, however, there was nothing beyond the original scope of work as received from Pakistan that they could offer.

Interviews with AED Personnel in Islamabad, Pakistan

Upon my arrival in Islamabad, I met with Mohammad Talha, Management Training Specialist, who was to be my main contact

person in AED. I also met briefly with Larry Kirkhart, Director of Management Training, and John Tabor, Chief of Party. These interviews confirmed the following:

1. The focus of the effort was to be on the Advanced Management course, a four-month mandatory course for all civil servants moving from grade 19 to 20.
2. Participants would be faculty from NIPA-Lahore only.
3. The desired outcome was the development of discussion-type case studies rather than brief critical incident cases.
4. The hope was that enough quality cases could be developed (and revised from earlier efforts) to permit publication.
5. The design remained flexible, open to my recommendations.

I was also provided access to the complete final report of Mayo-Smith (1988), as well as the opportunity to interview Ian Mayo-Smith, who had conducted an earlier workshop on case development, and Heather Sutherland, who was currently working on a "Train the Trainer" workshop with Smith. I also had the opportunity to meet briefly with Shahid Majeed, the Project Coordinator from NIPA-Lahore.

Secondary Information Related to Pakistan's Culture and History

A number of resources were consulted to provide some background on the general culture and history of Pakistan, prior to departure. Some familiarity existed because of my extensive involvement in a project in Bangladesh from 1985 through 1989--the Bangladesh Business Management and Development Project, a World Bank project directed towards the development of case studies and the undertaking of research in the area of business education. This project resulted in three published books of case studies (McLean & Ahmad, 1989a,b,c) and two published volumes of research articles (Ahmad & McLean, 1989).

More specific information was gathered through reading a book on Pakistan (Santiago, 1987) and one on Lahore (Amin et al., 1988), the focal point of this project, and three articles, though these proved to be somewhat dated (Duncan, 1987; Pakistan at a glance, 1983; Rafferty, 1983).

Secondary Information Related to Public Administration in Pakistan

The information made available to me on public administration in Pakistan was rather limited. This did not prove to be a major drawback as the expertise I was offering to the faculty of NIPA-Lahore was not in public administration (my background and expertise is in business administration), but rather in the area of case development. LaPorte's (1984) article, though somewhat dated, proved to be a useful overview, while the Course Outline for the 55th Advanced Course in Management (1989) provided a good

overview of the target course. Benazir Bhutto's (1989) autobiography also provided an interesting, though biased, perspective of public administration from one current, political perspective.

Final Reports of Previous AED Consultants in Case Studies

Reference has already been made to the final reports of Swing and Iftikhar (1987), Swing (1987), and Mayo-Smith (1988).

Swing and Iftikhar (1987), in a workshop focused broadly on materials design, development, and use, included a major module on case studies. The participants used a hypothetical needs assessment to develop a training program. One day (of 15) was spent on case studies, including the development of a critical incident or role play case in class without on-site research. Needless to stay, the overview was quite basic. While the evaluation of the case component was positive in the evaluation (2.8 on a 3-point scale) (p. 7), and 3 persons (of 12) indicated that this module was among the "three best things about the workshop" (p. 9), half of the participants (the largest number of the options provided) indicated that they would like "more time on case studies/role plays" (p. 9). One of the report's recommendations was that a series of specialized one-week workshops be conducted on various components of training, including case studies. It was also recommended that "these indigenous materials [role plays and case studies] be gathered and edited into a resource book which should be published and distributed by AED" (p. 12).

In a follow-up workshop, Swing (1987) offered a more focused approach to case development, specifically to the staff of NIPA-Lahore. In a 3-day workshop, two plus days were devoted to the case method, including, again, the development, in-course, of critical incident cases, copies of which are included in the final report. Also included in the final report is a copy of the lesson plans related to the case material. Evaluation, again, proved positive (4.5 on a 5-point scale from among the 8 participants). Two of the participants indicated that they would like more workshops on "Extended Case Study" (p. 2). Two previous recommendations were reiterated: that specific, focused workshops be offered and that a sourcebook of indigenous materials be compiled and published.

Mayo-Smith (1988) offered a two-week workshop on the development of case studies. Four types of cases were identified (discussion/analysis, critical incident, role play, and simulation), and considerable emphasis was given to adapting cases developed within other cultures for the Pakistan environment. Cases were developed by participants, but, like those developed in the Swing workshops, they were based on participants' past experiences rather than on research-based, original data. Unlike the Swing workshops, emphasis was also

placed on the development of case leaders' notes. According to the report,

> In all, eighteen original case studies were developed by participants, five foreign cases were adapted for use in Pakistan, and case leaders' notes were developed for five existing cases as well as for all the original cases. Most of the cases developed were of a good usable standard though some of them could benefit from further editing. (pp. 1-2)

This consultant's review of the resulting cases raises questions about the accuracy of Mayo-Smith's conclusions. The lack of research-base for the cases, their rather simplistic critical incident nature, the level of decisions involved vis-a-vis the level of participant in the workshops of NIPA, their superficial leaders' notes, and the language structure of many of the cases suggest that, by and large, there is little likelihood that they will be useful in a prospective publication of cases to be used in the Advanced Management course in particular. This outcome is not surprising given that the emphasis of the workshop was on presenting and facilitating cases rather than on their development. Only one day was provided for the actual development of cases--clearly not sufficient for the development of high quality extended cases.

Mayo-Smith reports a "high degree of satisfaction and a high sense of achievement on the part of participants" (p. 2). Problems identified included the large number of participants (18) and the diversity of their backgrounds. Only 5 of the participants were NIPA staff--clearly a problem in terms of developing cases designed to support specific courses offered by NIPA. Resulting recommendations included offering of an advanced workshop for those who had attended the earlier workshops and reiteration of the need for a publication of indigenous materials. Extensive handout materials and cases developed are provided in the appendix to the report.

Interviews with NIPA-Lahore Faculty and Administration

During my first two days in Lahore, I met with every faculty member who was not on leave (a total of 12 faculty members) and Dr. Muhammad Amjad, Chief Instructor, because of the absence of the director who was on leave. Each interview lasted 30-45 minutes. The focus of the interviews was to obtain information about the specific areas of normal involvement in the advanced course, to determine the level of experience in case writing, to identify expectations for the workshop, and to identify previously developed cases that might be revised for incorporation into a potential publication. Secondary objectives were to become familiar with the faculty members, to develop a level of trust, and to begin the process of developing case writing teams.

Conclusions resulting from the interviews were:

1. Every faculty member had attended at least one previous workshop on case development.
2. Almost everyone believed that he or she had a basic understanding of the case method. Several of the faculty were critical of what they perceived to be the "elementary" nature of the earlier workshops and their emphasis on components other than extended cases. They were also critical of the lack of field work involved in the development of the cases associated with the earlier workshops.
3. Most of the faculty had developed at least one critical incident case, though very few of the faculty had experience in developing research-based, extended cases. Those who had developed extended cases provided them for review and feedback with the objective of revising them for ultimate publication.
4. Most of the faculty believed that they had connections and opportunities for gathering information to develop an extended case. Several even indicated that they had already gathered a significant amount of raw material to be used in developing such a case (though this proved later not to be so).
5. A major concern on the part of several of the faculty was the (perceived) unwillingness of agencies or organizations to give them complete and accurate information because of concerns about confidentiality.
6. In general, the faculty were excited about the prospects of the workshop, of developing extended cases, and of seeing their work result in publication.

Observations of Faculty Facilitating Case Presentations

During the implementation stage, described below, each faculty member participated with his or her team in presenting the case developed by the team, primarily to use the case to identify ways in which improvements might be made and to assist in the development of teaching notes. A secondary purpose, however, was to identify the case facilitation skills of the faculty.

Though faculty had experience in using cases in their workshops, they were uncomfortable using commonly-accepted case facilitation methods, both as participants and as facilitators. Some of the common problems included:

1. There was more comfort with a structured report from the small groups back to the large group than there was with a free-flowing large group discussion.

2. There was difficulty in applying appropriate "rules" for large-group discussion, such as insuring participation throughout the group, not permitting interruptions, letting

people participate through some recognized form of priorities (such as hands), keeping the group on task, and so on. As "participants," the faculty, with some notable exceptions, did not model good group process nor the desired behavior of case participants.

3. Faculty have difficulty shifting from a role of expert and the person on center stage to that of facilitator. They are inclined to answer participant questions, express disagreements, and in other ways display their knowledge about the subject under discussion.

4. There was some difficulty in facilitating and recording information on the board at the same time.

WORKSHOP DESIGN

Based on these extensive needs assessment steps, and working in conjunction with the NIPA-Lahore coordinators, Shahid Majeed and Nawaz-ul-Haq, a design for the workshop was developed, presented to Dr. Muhammad Amjad for approval, and approved, with the understanding that the design would remain fluid, to be modified as circumstances suggested. This design was distributed to the participants during the first formal workshop, held on Sunday, June 18.

The terminal objective identified for the workshop was:

> Each team will develop at least one extended case study with a teaching note to be used in a specific phase of the Advanced Management course. The materials will be complete, accurate, and typed, without language errors, and will be accompanied by a signed release form from the cooperating agency.

The proposed design was as follows:

Sunday, June 18 - One-day, in-class workshop to run from 9:00 a.m. to 2:30 p.m., to include:

- Workshop Inauguration
- Review of Developing Cases
  - What They Are
  - What They Are Not
  - Process of Writing an Extended Case
  - "The Normal Case Writing Process" (undated)
  - Review of a Completed Extended Case (Bruner, 1985)
- A Case on Case Writing (developed specifically for this workshop by the consultant)

Writing Teaching Notes
- Purpose
- Components
- Review of Completed Teaching Note (Bruner, 1987)

Plan of Work for Next Week
- Teams
- Team Focuses
- Agencies or Organizations to be Used
- Consultant's Role
- Publication Release Form

Wrapup
Lunch

Monday, June 19 - Contact with agencies to set up appointments for visits to begin data gathering process
Teams develop interview schedules (list of questions) and receive feedback from the consultant

Tuesday, June 20 through Thursday, June 22 - On a half-day basis, the consultant will accompany each team to the identified agency/organization for data gathering purposes. This will accomplish a number of objectives: model data gathering techniques, provide an opportunity for feedback to team members on their data gathering techniques, provide an impetus to conduct the data gathering in a timely fashion, and provide the "foreign influence" that often encourages agency participation that might not be present in its absence.

Teams will begin work on drafting their case once the initial data-gathering has taken place. On their own, they will recontact the cooperating agency when they identify the need for additional information. Teams that are scheduled for later in the week will be expected to use their time early in the week to revise existing cases based on the consultant's feedback or to complete partially-completed cases or cases for which the data gathering has already taken place.

Sunday, June 25 through Thursday, June 29 - Teams will submit the drafts of their cases and teaching notes to the consultant for review and feedback as soon as they are completed. Followup visits will be made to the cooperating agencies as needed. By the end of Thursday, June 29, final approved, typed editions of the cases are to be completed and submitted to the consultant.

Sunday, July 2 through Tuesday, July 4 - Workshop sessions will be held from 9:00 a.m. to 1:30 p.m. for the presentation of all completed case studies. The primary emphasis will not be on the facilitation skills of the developers, but rather on areas where participants had difficulty, so that

improvements can be made in the cases. Using the case will also provide opportunities to the developers to improve the quality of their teaching notes.

Participants will individually contract for an additional case that each will develop and forward to the consultant for review upon completion.

Wednesday, July 5 through Sunday, July 9 - Participants will make modifications necessary from the trial use of their cases. No later than July 10, these cases are to be given to the consultant in final format.

Data gathering and initial drafts will be developed for the cases for which individuals have contracted. Ideally, the consultant would be able to review the drafts of each case prior to his departure, so that feedback can be provided, permitting the submitted drafts to be close to final copy.

Monday, July 10 - Evaluation and Closing Ceremony

09:30 AM to 11:00 AM	Workshop Review	Dr. Gary N. McLean
11:00 AM to 12:00 NOON	Graduation	Director

Details of Graduation Programme

11:00 AM to 11:05 AM	Recitation from the Holy Quran	Wali Muhammad
11:05 AM to 11:15 AM	Coordinator's Views	Shahid Majeed
11:15 AM to 11:25 AM	Consultant's Impressions	Dr. Gary N. McLean
11:25 AM to 11:40 AM	AED's Expectations	Dr. Larry Kirkhart
11:40 AM to 11:55 AM	Director's Address	Aslam Iqbal
11:55 AM to 12:00 NOON	Distribution of Certificates (See Appendix E)	Director
12:00 NOON to 12:30 PM	Graduation Lunch	

WORKSHOP DEVELOPMENT

Handouts were developed to support each component of the workshop, including the development of a case on case writing. All supporting handouts are in Appendix B.

IMPLEMENTATION

The workshop design, as described above, was implemented. Modifications, as noted below, were made during the workshop, based on formal and informal feedback from the participants.

First, a visit of a delegation from the Peoples' Republic of China seriously interfered with the planned activities for Monday, June 19. A faculty meeting was scheduled for the morning of June 21, effectively causing the loss of one day. As a result, there were delays in making appointments for the preliminary visits to gather data. Further, because of the busy schedules of the persons at GS20 grades, many of the initial appointments were cancelled and had to be rescheduled. The initial visits thus extended to Monday, June 26. As a result of these delays, it also became necessary to set back by one day the dates of the presentation of the completed cases--to July 3-5.

Teaching notes, which were to be completed prior to the presentation of the cases, were in draft format only by that time. Rather, the case developers used the experience of presenting the case to refine rough drafts of teaching notes following the presentations.

Time was not available to begin work on second cases, except in one instance in which extensive revisions were made to an existing case developed by the author. Faculty did make a commitment, during the final evaluation session (see Appendix C for the form used), for the subject focus and potential agency to be used for a second case (see Appendix D for a list). The agreement was to mail first drafts of these cases and teaching notes to the consultant no later than October 1.

The review of previously developed cases revealed that a large number of cases had been developed, both by faculty and by previous participants in the Advanced Management course. My review indicated that none of the cases, as they currently stood, were acceptable for publication. However, many of them had great promise if additional work were done. In general, the following problems existed with the cases:

* poorly written, needing extensive editing
* dry, lacking in life, little dialogue, no interaction, no names
* written from one perspective only
* biased presentation with editorializing
* no decision point or decision maker
* incomplete, making appropriate decision making difficult or impossible
* appendices not integrated into the case material
* issues not appropriate for GS20 personnel

All cases and teaching notes developed while the consultant was on site are contained in a separate document entitled, Pakistan-specific cases for the Advanced Management course in public administration (McLean, 1989).

EVALUATION

Formative evaluation took place once during the workshop--at the conclusion of the formal presentation on case development. Summative evaluation occurred at the conclusion of the workshop, prior to the closing ceremony. The forms used for the evaluations are provided in Appendix C. Detailed summaries of the evaluations are provided in Appendix D. Informal evaluation occurred continuously by feedback provided by the participants.

In the formative evaluation of the one-day in-class workshop, 11 of the 12 participants completed evaluation forms. Individual items ranged from 3.9 to 5.0 on a 5-point scale in which five is the desired response. Generally, an average of 4.0 is considered to be a rating that indicates a high degree of satisfaction with an item. The only item to fall below 4.0 related to the material on writing teaching notes. Since participants have generally had less experience with teaching notes, and since writing teaching notes is generally considered to be the "dregs" in writing cases (a position supported by Leenders & Erskine, 1978, who suggest that teaching notes may not even be necessary nor desirable), this evaluation is not surprising. It will be more important to see how well the participants do with writing the teaching notes to see how helpful the supporting materials were in terms of providing the faculty with the necessary skills. Overall, however, the formative evaluation of the one-day in-class workshop was very positive.

In the summative evaluation of the entire workshop, 11 of the 12 participants completed evaluation forms. Individual items ranged from 4.3 to 4.9, using the scale identified above. Overall satisfaction was 4.7. The lowest item continued to be related to the writing of teaching notes. This item, however, was considerably higher than for the formative evaluation, indicating improved understanding as the workshop progressed. It is clear from the evaluations, however, that additional emphasis needs to be placed on the teaching notes. Individual work confirmed that this area created the most difficulty for faculty. Lack of familiarity with teaching notes, plus the general deficiency in facilitation skills, as identified during the presentation of the cases, both explain the difficulty faculty experienced. They were especially resistant to providing possible solutions to the questions that they had posed at the conclusion of their cases. Though no concrete evidence is available, I suspect that a general lack of self-confidence explains this reluctance.

The open-ended responses support the numerical responses. The sense of accomplishment and various aspects of the consultant's facilitation skills were most often mentioned as the most positive aspects of the workshop. The only consistent response in the area of improvements was the desire on the part of the participants for more time--apparently so that more content could be covered (especially in the area of developing facilitation

skills) and so that there could have been more time for development. In fact, about two more days were needed for development, and that is exactly the number of days that were lost to the faculty meeting and the visit of the Chinese delegation.

The specified outcome for the first portion of this project was "at least four case studies." Six publishable cases have already been completed and the prospect is good for several more. It would appear, therefore, that the workshop exceeded the established objective. The most important evaluation, however, is whether the faculty succeed in continuing to develop publishable cases.

RECOMMENDATIONS

The following recommendations are made for consideration by AED:

1. The existing objectives for the Advanced Management course are not set in observable, behavioral form. As a result, it is not clear what the intent is for each of the components of the course and what the expected outcomes are. There is also not clear that the extensive needs assessment/evaluation project conducted in 1987 resulted in any significant changes in the outline for the Advanced Management course. As a result, while cases have been and are being developed for this course, there is not very good information available to determine the areas in which there is the most need for cases, nor is there much assurance that the objectives for which the cases are being developed are the right objectives for the course. Therefore, it is important that appropriate, usable course objectives be developed. It is also difficult to see what objective is accomplished <u>for the participants</u> in the Advanced Management course when they are given the option of developing cases. While it may make the task easier for faculty when it comes to developing their cases, I would not encourage the continuation of this option for participants.

2. There has, by now, been considerable development of cases in Pakistan, many of which have dealt with the public sector, especially the nationalised industries. One set of such materials has been published (<u>Case studies from Pakistan</u>, 1984). NIPA-Lahore needs to begin identifying and collecting relevant cases for storage in and dissemination from the materials clearinghouse. Further, several of these cases are appropriate for use in the Advanced Management workshop, as well as in several of the specialized workshops often offered by the NIPAs.

3. For the publication of cases that is targeted as the ultimate outcome of this project, faculty from the other three NIPAs should be provided with a detailed description of what is

expected and then invited to submit cases for consideration. Not only will this gain goodwill from the other NIPAs, but it will also increase the probability of a more geographically balanced publication.

4. The library at NIPA-Lahore was not very usable, in spite of the claims about the valuable collection that exists. I was especially disappointed that reports of previous consultancies and reports submitted by previous participants in the Advanced Management course were not on file and the range of professional, current journals was very limited. If possible, funds should be allocated to improve the subscriptions available, which subscriptions should be sent directly to the Senior Librarian. In addition, copies of all consultancy and participant reports (including this one) should immediately be made and placed in the library for circulation to all faculty and participants.

   Furthermore, there were not books available in the library on the case method, and several faculty asked for these. At a minimum, I would suggest that the library acquire (or be given) a copy of Leenders and Erskine (1978) and Erskine, Leenders, and Mauffette-Leenders (1981), or more recent editions, if available.

5. While the computer lab is a wonderful resource for NIPA, it is sadly underutilized--software, supplies, and even the key to the room itself are either unavailable or tightly controlled so that faculty do not have access to the resource. Further inaccessibility occurs because faculty are not trained in the various computer software applications, even something as necessary and as simple as word processing. Further limitations occur because almost no one on the faculty is able to keyboard.

   This situation calls for several responses. First, sufficient and appropriate software and supplies should be purchased for the computer lab. The lab key should be readily available to any faculty member wishing access to the room. Faculty workshops should be offered to all of the faculty in the popular software applications, including word processing. It's not out of line to suggest that, prior to such workshops, a keyboarding workshop be required for all faculty who do not type.

6. Lack of appropriate support resources is also a serious problem for the faculty in the development of cases. In spite of the numerous computers available, support staff are not competent to use them. As a result, typing is done over and over again, it is slow, and new errors are introduced each time. Efforts need to be made either to retrain existing employees to be competent in computer operation or to recruit employees with such skills. Likewise, NIPA-Lahore

needs to purchase new photocopying equipment and implement the printing capabilities they currently have.

7. Lots of work is needed for the faculty to develop appropriate skills as participant users of cases and as facilitators. It is recommended that the faculty participate in a workshop on "Facilitating Cases in the Classroom." Such a workshop should precede the "tryout" of the cases developed during the interim between the current workshop and the followup visit. It would also be useful for a consultant to observe the faculty using cases in the Advanced Management course, with videotaping, to provide immediate feedback with an available correction loop.

8. Provision should be made to enable a consultant to review the contracted cases and provide feedback to the faculty for revision. Once the majority of faculty have completed their second revisions, a brief (perhaps two-week) on-site visit by a consultant would be useful for making final revisions (perhaps tied in to recommendation #7).

9. When all cases have received a final edit, they should be published--preferably commercially in high quality print--to be made available to participants in NIPA workshops throughout Pakistan and advertised for availability at least throughout South and Southeast Asia.

10. If this workshop is repeated at other NIPA's in the future, it needs to be extended by about one week to provide a little less pressure in finishing up the cases and teaching notes. Also, such an extension would permit the inclusion of a two-day workshop on facilitation skills that should be built into such a workshop. Finally, more emphasis during the one-day workshop on developing cases needs to be given to Teaching Notes.

11. Additional materials on Pakistan, and specifically on public administration in Pakistan, would have been very useful prior to my departure. Material such as those developed by NIPA-Lahore (23rd introducing Pakistan course, 1988) should be made available to AED consultants prior to the departure for Pakistan.

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Appendix A

Detailed Activities of Consultant
in Support of the Scope of Work

June 9 - Depart Minneapolis/St. Paul; arrive Washington, DC
Meet with Peter Boynton and Martha Malcolm Cooper for orientation
Depart Washington, DC; arrive Boston
Depart Boston

June 10 - Arrive London
Review materials on Pakistan's culture and history

June 11 - Depart London

June 12 - Arrive Islamabad
Review final reports of Swing and Iftikhar (1987), Swing (1987), and Mayo-Smith (1988)
Meet with Mohammad Talha, Management Training Specialist, AED, to discuss scope of work
Meet with Larry Kirkhart, Director, Management Training, AED
Meet with Arshad Mahmood, Accounting, AED, to discuss financial matters
Meet with John Tabor, Chief of Party, AED
Meet with Mohammad Talha and Shahid Majeed, Project Coordinator from NIPA-Lahore, to discuss programme

June 13 - Complete reading of secondary materials
Interview Ian Mayo-Smith and Heather Sutherland
Depart Islamabad; arrive Lahore

June 14 - Complete arrangements with USAID office in Lahore
Meet with Muhammad Amjad, Chief Instructor, along with Shahid Majeed and Nawaz-ul-Haq, Project Coordinators, to discuss programme
Interview faculty as part of needs assessment:
Karamat Azim - Deputy Director
Iftikhar Ahmed - Senior Instructor
Nawaz-ul-Haq - Senior Instructor
Sajjad Mahmood - Instructor

June 15 - Continue to interview faculty as part of needs assessment:
Mansoor Mahmood - Senior Instructor
Shahid Majeed - Instructor
Shamsher Khan - Instructor
Azra Rafique - Instructor
Mohammad Safdar - Research Associate
Rehane Samad - Senior Research Associate
Tamgha Malik - Instructor
Surreya Mustafa - Research Associate
Begin writing of final report

June 16 - Continue writing of final report
Develop support materials for the first day of formal workshop: Review of Case Writing, Case on Case Writing, Writing Teaching Notes, Role of the Consultant, Release Granting Permission to Publish Case

Develop evaluation instrument for first formative evaluation, following the first day of formal workshop
Visit with Nina Powell, AED Consultant, experienced in conducting job analyses in Pakistan

June 17 - Select case study and teaching note to use in tomorrow's workshop
Develop list of proposed teams and topical focus for teams
Revise "Review of Developing Cases" and "Writing Teaching Notes" handouts

June 18 - Print out handouts
Present workshop
Summarize evaluations
Read and critique previously developed cases:
Chashma Right Bank Canal Project: Internal Audit as a Management Tool and Policy Implementation
Mineral Corporation, Taken for Granted: Personnel Administration
Land Customs Station at Sust: Policy Implementation
Aero Technologies Ltd.: MIS Systems Design

June 19 - Read and critique previously developed cases:
Basic Manufacture of Pharmaceutical Raw Materials: Policy Formulation
Miss Shaheen's Indisposition: Personnel Administration
Punjab Potato Corporation: Price Stablilization
Agricultural Dilemmas: Concept Clearance, Systems Design, and Project Perspective
Command Water Management Project: Project Evaluation
Meet with teams to identify areas in which cases are to be developed and possible agencies to provide data
Meet with individual faculty to provide oral feedback on cases critiqued to date
Participate with faculty in reception, lunch, and dinner for delegation from the Peoples' Republic of China

June 20 - Meet with individual faculty to provide oral feedback on cases critiqued to date
Meet with teams to assist in developing objectives and interview schedules for initial visits to gather data for cases
With Team #1, meet with Hamid Mukhdar, Project Manager, Local Government and Rural Development, Lahore, and Yaqoob Bhatti, Assistant Director, Local Government, Lahore, to gather data for case
Read casebooks, Case studies from Pakistan (1984), and Ahmad (undated).
Visit with Thomas Winn and Peter Lytle, Pakistan Dairy Development Training Project

June 21 - Read and critique previously developed cases:
Distillation Unit: The Promotion
Qaumi Razakar Force: Unsanctioned Leave?
D.G. Industries Limited: Leadership Style
Attock Refinery Limited: Hero to Villain
Transport Section Strike
Alpha Manufacturing Company: The Overdue Order
Attock Refinery Limited: Medical Expense Request
Iqbal Institute: The New Supervisor
Rafiq Shabbir's Dilemma: The Smuggling Politicians
Contract for Loan of Non-Glutinous Japonica Type Rice
Failure of Road Bridge over Rohri Canal at R.D. 636 on Nawab Shah-Qazi Ahmad Road in Sind
Cabinet Secretariat O & M Division
Determination of Inter-SE-Seniority of the Teachers of Nationalised Colleges
Wrapping Up of Pakistan Refugees Rehabilitation Finance Corporation
Water Resource Management in Baluchistan: A Possible Point of View
Post of Director General, Federal Bureau of Statistics
Rebuilding of 47 Diesel Electric Locomotives
Bank Loans: Interest-Free for the Holy Quran?
Promotion within an Industrial Training Centre
Treatment of Civil Servants on Reorganisation of a Department into an Autonomous Body
Assistant Superintendent of Police, Mianwali: Occupational Hazards
Cooperative Model Town Society, Lahore: A Multistage Case

With Team #2, meet with Chaudhury Md. Latif, General Manager, Postal Life Insurance, Lahore; Nasiruddin Sheikh, Postmaster General; and Ahsan Basir, Chief Postmaster, Lahore, to gather data for case

Meet with individual faculty to provide oral feedback on cases critiqued to date

June 22 - Read and critique previously developed cases:
Case of Mr. Sufian: Specialization or Promotion?
Public Image of the Police and Law and Order Situation

With Team #4, meet with Shahzad Qaiser, Additional Secretary, Education, District Manager Group, and Ansar Hussain Shami, Additional Secretary, Judicial, Home Department, to gather data for case

Meet with teams to provide assistance in structuring cases and to provide feedback on initial drafts

June 23 - Sightseeing

June 24 - With Team #3, meet with Zafiqar Ali Shah, Chairman; Mohammad Azhar, Member Planning; and Adbul Rauf Chaudhry, Additional Secretary, Punjab Planning and Development Department; and Zahul Haq, former

Secretary of Education, awaiting posting, to gather data for cases

June 25 - With Team #2, meet with Ahsan Baseer Sheikh, Deputy Postmaster General, Lahore; and several other officers, supervisors, labour union officials, sorters, and postmen of the Lahore General Post Office, to gather further data on its case

Meet with teams to provide assistance in structuring cases and to provide feedback on initial drafts

June 26 - With Team #5, meet with Jamil Haider Shah, Additional Secretary, Wafaqi Mohtasib Ombudsman Secretariat, to gather data for case

Edit and type first draft of case written by Team #5, The Overlooked Proposal for Computerized MIS

Meet with teams to provide assistance in structuring cases and to provide feedback on initial drafts

June 27 - Print out MIS case, review with writers, make modifications, and send to originating agency for review

Edit and type first draft of case, including appendix, written by Team #2, Introduction of Combined Delivery System of Mail at Lahore GPO

Meet with teams to provide assistance in structuring cases and to provide feedback on initial drafts

June 28 - With Team #4, return to Home Department to obtain needed revisions to case; make revisions; print out and send to Home Department for further review

Print out case developed by Team #3; review; make changes; print out and send to Post Office officials for their review

Meet with remaining teams to determine status and provide assistance in developing the cases

June 29 - With Team #2, return to Post Office officials to obtain needed revisions to case; make revisions; obtain release

Obtain release for case from Home Department

Meet with remaining teams to determine status and provide assistance in developing the cases

June 30 - Write introduction to collection of cases and teaching notes

July 1 - With Team #3, meet with Mian Hafiz Ullah, Project Director, and Abdul Haleem Chaudhry, Executive Engineer, Small Dams Division, Islamabad, to gather data for case

With Team #3, meet with Chauhdri Nazeer Ahmad, Director, Pakistan Council of Arts, to gather data for case

With Team #3, visit the construction site of Alhamra II to gather data for case

Print out final copies of cases on Computerized MIS and Combined Delivery in the Lahore GPO for use in Monday's workshop

Meet with Shahid Majeed to discuss revisions in four cases

July 2 - Meet with Teams #2 and 4 to assist in developing teaching notes for the cases to be used on Monday
Review and critique two cases: The Ombudsman Decides: The Contested Inspection, and What Happened to the Matching Grants?
Edited and typed revisions of the above two cases
With Team #3, meet with Ali Kazim, Chairman, Chief Minister's Inspection Team, Government of the Punjab, Lahore, to gather data for case

July 3 - Print out final drafts of two cases to be used in Tuesday's workshop: Ombudsman and Matching Grants
Observe presentation of case by Team #4; meet with each team to provide feedback
Provide feedback to facilitators and faculty participants about their roles in case discussion
Review and edit case revised by Iftikhar Ahmed: Basic Manufacture of Pharmaceutical Raw Materials

July 4 - Observe presentation of cases by Teams #1 and 2; meet with each team to provide feedback
Review and edit case developed by Team #3: Mehrpur Dam - The Unfulfilled Promise, for use in Wednesday's workshop
Participate in seminar facilitated by Ian Mayo-Smith: "Network Building for Training Professionals"
Work on final report

July 5 - Observe presentation of cases by Teams #3 and 5; meet with each team to provide feedback
Develop summative evaluation form for Monday
Type final revisions to case entitled, Introduction of Combined Delivery System of Mail at Lahore GPO
Review and critique Teaching Note for above case
Type final revisions to case entitled, Basic Manufacture of Pharmaceutical Raw Materials

July 6 - Type appendices for case entitled, Basic Manufacture of Pharmaceutical Raw Materials
Assist teams in developing teaching notes
Type final revisions and appendices for case entitled, The Ombudsman Decides: The Contested Inspection

July 7 - Type initial draft, with corrections, of case entitled, Mehrpur Dam: The Unfulfilled Promise
Work on final report
Revise and type Teaching Note for case entitled, Introduction of Combined Delivery System of Mail at Lahore GPO
Revise and type draft of Teaching Note for case entitled, The Overlooked Proposal for Computerized MIS

July 8 - Meet with Muzhar Sherazi, Provincial Coordinator, Data Processing, Income Tax Department, Lahore Region, with Shahid Majeed, to collect information for a case in MIS
Type appendix for case, The Overlooked Proposal for Computerized MIS

Meet with Shakel Ahmad, Director General; Sheikh Naseer-ul-Haq, Addl. Acctt. General/Director, Audit and Account Training Institute, Lahore

July 9 - With case writers, make final revisions to cases:
The Overlooked Proposal for Computerized MIS
The Ombudsman Decides: The Contested Inspection
Mehrpur Dam: The Unfulfilled Promise
What Happened to the Matching Grants?
Meet with teams to review revisions of teaching notes
Review, edit, and type first draft of teaching note:
The Ombudsman Decides: The Contested Inspection

July 10 - Type final draft of teaching note:
The Overlooked Proposal for Computerized MIS
Conduct final review and evaluation session
Participate in closing graduation ceremony
Fly from Lahore to Islamabad
Summarize summative evaluation results
Complete first draft of final report

July 11 - Review, edit, and type first drafts of teaching notes:
Mehrpur Dam: The Unfulfilled Promise
Basic Manufacture of Pharmaceutical Raw Materials
What Happened to the Matching Grants?
Print out copies of all teaching notes, to be returned to faculty for review and revision, where necessary
Complete final draft of final report and print out

July 12 - Complete final draft of compilation of cases and teaching notes and print out
Meet with Larry Kirkhart, Director of Management Training, and Mohammad Talha, Management Training Specialist, for final debriefing session
Complete final administrative details

July 13 - Day off

July 14 - Depart Islamabad for Karachi; Karachi to Toyko

July 15 - Depart Toyko to Seoul and then to Minneapolis/St. Paul through Seattle

Appendix B: Supporting Handouts
REVIEW OF DEVELOPING CASES
NIPA-Lahore Workshop
June 18, 1989
Developed by Gary N. McLean

What is a Case?

A case is a description of a real problem situation that stops short of analysis and decision-making and for which several feasible solutions are available.

Its purposes are to:

* develop analysis skills
* develop decision-making skills
* experience ambiguity of the real world
* develop communication skills (in presenting conclusions and recommendations
* develop team work (when syndicate or small groups are used)
* illustrate appropriate principles inductively (when presented before the applicable theoretical principles have been given)

What a Case is Not!

A teaching case is not:

* a problem that has a specific answer that is expected from the participant
* a completed analysis with conclusions and recommendations--such case studies have value, but they are research-focused rather than teaching-focused
* exemplary models of how something "should" be done
* an artificially simplistic situation that does not reflect the realistic complexity of decision-making in the real world
* one in which the writer has had personal involvement because of the difficulty of maintaining objectivity in such a situation
* fictitious

Steps in Writing a Case

1. Identify the area in the curriculum for which a teaching case is desired.
2. Write an objective for the case that you wish to write.
3. Identify an agency or organization that is likely to have a problem situation that is compatible with the objective.
4. Identify the best means of accessing that agency or organization to receive maximum cooperation in data gathering.
5. Develop appropriate interview questions and conduct interviews. Gather as many perspectives as possible, e.g., management, supervision, labour, customers, government, etc.

6. a) Gather complete information; facts may be relevant or irrelevant, as were present in the actual situation.
   b) Answer the six basic questions: What, where, when, how, why, who.
   c) Wherever possible, gather source documents, newspaper reports, dialogue, peoples' names, product names, rules and regulations necessary for appropriate decision-making, annual reports--anything that will help make the case real and complete.
   d) Disguise the agency/organization and its people only when required by the agency/organization or if the facts, if made public knowledge, would jeopardize an individual's wellbeing.
7. Provide background necessary to understand the problem. This may relate to a description of the industry, the agency or organization, the geographic area, the political subdivisions involved, the specific department, and so on.
8. a) Write the case as much like a story as possible. Make it interesting to the reader.
   b) The case should also be grammatically correct, without spelling or typographical errors, and in the past tense.
   c) Stop the case at a point where a decision is to be made, and identify the decision maker(s). Some cases, which have several decision points, can be written in multiple parts.
   d) Be objective; do not editorialize.
   e) Use subheadings to organize the material.
9. If the participants are not experienced in working with cases, provide some directed questions to help them focus on the problems related to the objectives. Otherwise, experienced participants should be allowed to identify the problems without such assistance.
10. Revisit those who provided the initial data. Have them review the case for accuracy and completeness.
11. Revise the case based on the new input provided.
12. Have the final draft reviewed again, with all those who provided initial information signing the publication release form.
13. Use the case in the classroom, noting carefully areas in which gaps or confusion appear. Return to client organization, if necessary, to gather the new information needed. Revise the case, again, and reuse it. Continue this cycle several times until no further changes are needed.

Format

1. Provide at least 1" margins on all four sides.
2. Use page numbers, centered at the bottom.
3. Double space for ease in making editorial comments.
4. Use a dark ribbon.
5. Do not right justify margins.
6. For tables, figures, and charts:
   Label and number each; if horizontal, be sure it fits within the margins, heading at the left.

7. At the top of the first page, centered:
   CASE TITLE (in solid caps)
   Authors' names, positions, and institutions
   Copyright (c) 1989 by NIPA-Lahore

   For Teaching Note, add TEACHING NOTE before the case title.

Exhibit 1

THE NORMAL CASE WRITING PROCESS

CASE WRITER RESPONSIBILITY	TIME	NORMAL STEPS	TIME	CONTACT PERSON RESPONSIBILITY
- Determines case needs - Searches for case leads		**CASE ORIGIN**		
- Telephones to request interview	5-15 minutes	**CASE LEAD**	5-15 minutes	- Suggests interview time, date, place
- Prepares for interview	1 hour-1 week			
- Conducts interview	1.5-2.5 hours	**FIRST INTERVIEW**	1.5-2.5 hours	- Discusses current or past decisions faced by the organization pertinent to the case needs as explained by the case writer
- Selects issue(s) to write about - Writes proposed opening paragraph - Determines additional data still needed for the case	2 hours-1 week	**CASE PLAN PREPARATION**		
- Presents planned cases - Raises disguise issue - Seeks verbal agreement to proceed	0.5-1 hour	**SECOND INTERVIEW**	0.5-1 hour	- Reviews plans and proposals - Discusses need for disguise - Gives verbal agreement to proceed
		PRELIMINARY RELEASE		
- May interview/telephone others in organization	1 hour-1 week	**INFORMATION GATHERING**	1-2 hours	- Helps provide access to persons involved in the case issue and to relevant data
- Requests Data - Writes rough drafts - Reviews draft with case writing supervisor - Starts teaching note draft	1 day-1 month	**CASE DRAFT: ROUGH**		
- Prepares polished version of case	1 day-1 month	**CASE DRAFT: POLISHED**		
- Sends two copies of polished case to contact and encloses release form for signature		**POLISHED CASE REVIEW**	0.5-3 hours	- Checks case for accuracy - Identifies case errors - Returns signed release form along with one case showing suggested changes
		CASE RELEASE		
- Makes necessary changes		**INCORPORATION OF CHANGES**		
- Sends final case to contact person - Registers and makes case available for distribution		**CASE FINAL VERSION**		- Receives final case
		CASE USE		

FROM: The normal process for writing cases. (Undated).

CASE ON CASE WRITING
Developed for NIPA-Lahore Workshop on Case Development
June 18, 1986
Gary N. McLean

"This situation of lack of loan repayment has really gotten out of hand. It's disgusting!" commented Zakir Hossain to Gary McLean, the U.S. consultant in case studies from the World Bank, while having tea during one of the workshop sessions. McLean was in Bangladesh as a part of the Bangladesh Business Management Education and Training Project. Hossain, a Lecturer in the Department of Finance and Banking in the University of Rajshahi in Bangladesh, had just read an article in the newspaper comparing the loan repayment rates of nationalised and privatised banks, as well as the newly established Islamic Bank. That morning's newspaper had provided statistics indicating that the privatised banks had return rates in the mid-90 percent; the Islamic Bank had had a good record, but it had now slipped to the mid-70 percent; but the nationalised banks were now below 20 percent.

Syed Zabid Hossain, a Lecturer in the Department of Accounting, shared Zakir Hossain's dismay. "That's hard to believe," he said. "I wonder why there's so much difference."

Since the next part of the workshop required all of the participants to develop a case study, McLean suggested, "Why not use this problem as the focus of your case study? It's clearly a problem of national importance, no one seems to know the answer, and it would fit right in with your unit on nationalised banking in your banking course."

"That's a great idea," both Hossains said in unison. But then they had to decide how to approach a bank to get the information they needed, much of what they expected to be of a sensitive nature, to be treated very confidentially.

1. <u>What options would you consider using in making contact with appropriate bank officials to obtain access to such potentially confidential material?</u>

"I have a student who has just taken a job in the Kazla branch of the Krishi Bank [a nationalised bank]," observed Zakir. "It's just a junior position, but he might be able to get us the contacts we need to get the information we want."

Having reached agreement to pursue that route for their case, Zakir got on the phone and explained to his student, M. Muzahidul Islam, the purpose of his phone call. "We would like to be able to interview your branch manager and several of your creditors as well, if that would be possible." Mr. Islam replied, "I have a good relationship with Mr. Choudhury, our branch manager, and I'm pretty sure he'll cooperate. He's out of the office now, but let me call you back as soon as I can talk with him."

That afternoon he called back and told Zakir, "Mr. Choudhury is very willing to cooperate. He'd like you to come in at nine o'clock tomorrow morning, and he's already arranged to have half a dozen of our borrowers here, too. Can you come by then?" "Of course," responded Zakir. "I'll see you then." He then turned to Syed: "We'd better get working on our questions. We don't have much time!"

2. Develop an interview schedule (list of questions) to be used the next morning.

When we arrived at the bank at 9:00 a.m. sharp, we were surprised to find the room filled with people. We were further surprised to discover that S.A. Siddique, the District Manager of the Krishi Bank, was also present. Introductions were made and tea was served. We then began to ask our questions. From our questions, we discovered the following.

The Krishi Bank had been established on March 15, 1987. Formerly, it was part of the Bangladesh National Bank. It had been separated from its parent organisation with the objective of extending credit facilities to the poor farmers in the northern part of the country and to give more attention to agricultural development in this division. It currently has 267 branches in operation. Most of them are located in rural areas to help the rural people increase their production and to establish a close relationship with the farmers and entrepreneurs of agriculture-based industries. The Kazla Branch of the Krishi Bank is situated at the Kazla Thana, District Rajshahi. The branch was established in December, 1983, as a branch of the Bangladesh National Bank, but after the establishment of the Krishi Bank, it was transferred to the supervision and control of the new bank.

At present there are 3 officers and 13 staff working in this branch. The branch manager has no agricultural background. The operational area of this branch consists of only one union, with 32 villages, and a total population of 332,195, of which 3,873 are farmers. The number of loans on 16.01.88 was 1,553. The bank collects its funds from deposit mobilisation and from the Head Office. They collect deposits through current deposit a/c, savings deposit a/c, fixed deposit a/c, and deposit pension schemes. At present the number of savings accounts is 972.

The officers then described the process borrowers must follow in applying for a loan, the purposes for which loans may be used, the terms generally followed for the loans, and the process used by the bank in approving loans.

We also interviewed six of the borrowers present, all of whom had been selected by the bank officials. According to them, they had no difficulty in obtaining loans, and they were able to utilise the loans fully. Only one had had difficulty in repaying his loan; he had borrowed Tk.45,000 for the purchase of six cows for milk production and the construction of a cowshed. He had had problems with the health of the cows, but that problem seemed to have been solved now. While he had not yet made any repayment, he anticipated that he would be able to begin soon. The branch manager agreed with the borrowers: "We have been very successful in fully utilising all of our loan money. Further, unlike some of the nationalised banks, our recovery position is about 90 percent." This information seemed suspiciously positive. We needed to find some way to confirm our information.

3. <u>What steps would you follow in attempting to confirm the accuracy of the information you had been given?</u>

As we were getting into the van to return to the University, still puzzled by what we had discovered, the branch manager, Mr. Choudhury, took McLean aside and whispered, "Could you come back tomorrow at the same time when the district manager won't be here? There are some other things I'd like to tell you."

Of course, we agreed. Next morning, with only the branch manager present, we learned some very different things:

"Loan recovery has fallen from 87 percent in 1983-84 to 5 percent in 1987-88! It has never been as high as 90 percent. Because of the recent devastating floods, the government has ordered the bank through a circular not to pressure the borrower for repayment of loans and not to charge penal interest. The borrowers are all aware of the circular. So, even though many of the borrowers could repay their loans, they know that they will not be penalized for not repaying. There is also a feeling among borrowers that, if they simply hold off payment, the government will eventually forgive all of their loans, just as the did in 1987 for all loans taken during the Pakistan period. Finally, if the bank sues a defaulter, the case drags on for such a long time that the cost of recovery is often more than the loan. And, once a suit is filed, the creditor stops payment completely. Finally, proposals are never fully funded; thus, borrowers are underfunded for their projects and thus have great difficulty generating the capital needed for repayment."

"It is also not true that loans are fully utilised. Often borrowers use loan proceeds for purposes not permitted in the loan agreement. Further, the number of applicants for project loans is very few, and most of these applicants are found unfit to get new loans as they are already on the defaulters' list. Finally, the Head Office has distributed a circular to all branch managers. According to the circular, the branch manager is responsible for recovering all loans disbursed. In case the branch fails to recover the loan, then the disbursing manager will be demoted to the post of recovery officer of the said branch. Under such circumstances, the branch manager is usually reluctant to disburse loans.

This information fit the thrust of the newspaper article much more than the earlier information we had gathered. We then contacted a number of farmers, independent of assistance from the branch manager, and found that most of them had loans with the bank. Those who were willing to talk with us confirmed the information given to us on the second day by the branch manager.

4. <u>What information would you include in the case? What items would you include in the appendices?</u>

WRITING TEACHING NOTES
NIPA-Lahore Case Writing Workshop
June 18, 1989
Gary N. McLean

Purposes

1. To clarify for the casewriter the case's intended purpose and applications.
2. To help others use the case effectively.
3. To assist case users in their selection of cases.
4. To synchronize coverage when several instructors use the same case.

Components

1. Topical area
2. Learning objective
3. Where it fits in the sequence
4. Target population - level, experiential base, size of group
5. Summary of the case
6. Supplies needed
7. Time allocations
8. Possible approaches, e.g., role play, computer simulation, etc.
9. Issues to be considered
10. Possible solutions/decisions with their probable consequences
11. Possible questions to be raised by the facilitator
12. Real life outcome and consequences (if known)
13. Underlying theoretical base, conceptual framework, or analytical methods
14. Suggested technical notes or supplementary readings to be assigned for student study

Note: A source for some of the ideas in this handout was: Rotch, W. (1985). Teaching notes for cases. Charlottesville, VA: The Colgate Darden Graduate School of Business Administration, University of Virginia.

TEAM ASSIGNMENTS
NIPA-Lahore Case Writing Workshop
June 14 - July 10, 1989
Gary N. McLean

Team #1: Rural Development

Sajjad Mahmood
Surreya Mustafa

Team #2: Personnel Administration

Iftikhar Ahmed
Rehane Samad

Team #3: Economic Development

Muhammad Amjad
Shamsher Khan

Team #4: Computer Literacy/MIS

Shahid Majeed
Azra Rafique
Mohammad Safdar

Team #5: Public Servant and the Citizen

Karamat Azim
Tamgha Malik
Nawaz-ul-Haq

THE ROLE OF THE CONSULTANT
NIPA-Lahore Case Writing Workshop
June 14 - July 10, 1989
Gary N. McLean

During the formal parts of the workshop, I will:

1. Conduct a needs assessment of the NIPA-Lahore faculty.
2. Develop handout materials for the June 18 workshop.
3. Develop evaluative materials, summarize the results, and take corrective action, as possible.
4. Facilitate the activities.
5. Propose tentative teams and topical areas.

During the informal parts of the workshop, I will:

1. Help teams think through the objectives that might be explored for the development of cases.
2. Help teams identify agencies that might be able to provide suitable data and strategies to use in accessing those agencies.
3. Review, with feedback, proposed interview schedules and persons to be interviewed.
4. Accompany teams to the field sites for interviews; supplement interview questions as deemed appropriate; provide feedback to teams on their interviewing processes.
5. Answer questions that teams might have in the process of drafting their case and teaching notes.
6. Review the draft of the case and teaching notes, providing feedback on structure, completeness, writing style, language, accuracy, etc.
7. Provide any additional support, suggestions, or assistance that will enhance the quality of the final case.

RELEASE GRANTING PERMISSION TO PUBLISH CASE
NIPA-LAHORE CASE WRITING PROJECT

I have read the case entitled,

_____,

written by _____.

I release the information related to this case and grant permission to NIPA-Lahore to publish this case as it is now written for use in its workshops or in a collection of cases to be used for training purposes.

1. _____ _____ _____
(Date) (Signature) (Printed Name)

_____ _____
(Position) (Organization)

_____
(Location)

2. _____ _____ _____
(Date) (Signature) (Printed Name)

_____ _____
(Position) (Organization)

_____
(Location)

3. _____ _____ _____
(Date) (Signature) (Printed Name)

_____ _____
(Position) (Organization)

_____
(Location)

4. _____ _____ _____
(Date) (Signature) (Printed Name)

_____ _____
(Position) (Organization)

_____
(Location)

Appendix C
REACTION FORMATIVE EVALUATION
Case Writing Workshop
Activities of June 18, 1989

Using the following scale, circle the number to the right of each of the following statements to indicate the degree to which you agree or disagree with the statement as it relates to today's activities:

5 = Strongly Agree
4 = Agree
3 = Neutral or Not Sure
2 = Disagree
1 = Strongly Disagree

1. The review of the process of developing a case was helpful.	5	4	3	2	1
2. The case on writing cases was helpful.	5	4	3	2	1
3. The material on writing teaching notes was helpful.	5	4	3	2	1
4. McLean used good facilitation skills.	5	4	3	2	1
5. I could understand McLean's pronunciation.	5	4	3	2	1
6. The handouts were useful.	5	4	3	2	1
7. The terminal objective for the workshop is appropriate.	5	4	3	2	1
8. The design proposed to accomplish this objective is appropriate.	5	4	3	2	1
9. The terminal objective and the proposed design reflect input from the needs assessment interviews.	5	4	3	2	1
10. I am committed to completing at least one case before the conclusion of the workshop.	5	4	3	2	1
11. I am comfortable with my team assignment.	5	4	3	2	1
12. McLean is knowledgeable about case development.	5	4	3	2	1
13. Overall, I am satisfied with today's activities.	5	4	3	2	1

14. Here's what I liked best about today's activities:

15. Here's what I didn't like about today's activities:

Use the back of this page for any additional feedback you'd like me to have. Thanks for helping out.

REACTION SUMMATIVE EVALUATION
Case Development Workshop
June 14 - July 10, 1989

Using the following scale, circle the number to the right of each of the following statements to indicate the degree to which you agree or disagree with the statement as it relates to all of the activities that have been a part of this workshop:

5 = Strongly Agree
4 = Agree
3 = Neutral or Not Sure
2 = Disagree
1 = Strongly Disagree

The terminal objective for the workshop was:

> Each team will develop at least one extended case study with a teaching note to be used in a specific phase of the Advanced Management course. The materials will be complete, accurate, and typed, without language errors, and will be accompanied by a signed release form from the cooperating agency.

1.	During the workshop I improved my ability to develop a case.	5	4	3	2	1
2.	During the workshop I improved my ability to write teaching notes.	5	4	3	2	1
3.	During the workshop I improved my understanding of how to facilitate a case.	5	4	3	2	1
4.	McLean used good facilitation skills throughout the workshop.	5	4	3	2	1
5.	McLean provided useful feedback throughout the workshop.	5	4	3	2	1
6.	The terminal objective for the workshop was appropriate.	5	4	3	2	1
7.	The terminal objective for the workshop was accomplished.	5	4	3	2	1
8.	The design proposed to accomplish this objective was appropriate.	5	4	3	2	1
9.	I am committed to completing at least one more case before September 1.	5	4	3	2	1
10.	McLean is knowledgeable about case development.	5	4	3	2	1
11.	Overall, I am satisfied with the workshop.	5	4	3	2	1

PLEASE TURN OVER

12. Here's what I liked about the workshop:

13. Here's what would have improved the workshop:

14. Any additional feedback you'd like me to have. Thanks for helping.

Commitment for Additional Case

By October 1, I will have written and mailed the draft for at least one additional case with a teaching note.

I expect that my case will be in the area of:

_____. I will probably work with the following agency: _____.

NAME _____

Appendix D
REACTION FORMATIVE EVALUATION RESULTS
Case Writing Workshop
Activities of June 18, 1989
(n = 11; one participant had to leave at midpoint)

The following scale was used to indicate the degree to which participants agreed or disagreed with the statements as they related to the day's activities:

5 = Strongly Agree
4 = Agree
3 = Neutral or Not Sure
2 = Disagree
1 = Strongly Disagree (No one selected this option.)
NR = No Response

			5	4	3	2	NR
1.	The review of the process of developing a case was helpful.	4.6	7	3	1		
2.	The case on writing cases was helpful.	4.4	5	5	1		
3.	The material on writing teaching notes was helpful.	3.9	2	6	1	1	
4.	McLean used good facilitation skills.	4.7	8	3			
5.	I could understand McLean's pronunciation.	5.0	11				
6.	The handouts were useful.	4.4	5	5	1		
7.	The terminal objective for the workshop is appropriate.	4.5	6	4	1		
8.	The design proposed to accomplish this objective is appropriate.	4.0	3	5	3		
9.	The terminal objective and the proposed design reflect input from the needs assessment interviews.	4.4	4	3	1		3
10.	I am committed to completing at least one case before the conclusion of the workshop.	4.6	7	4			
11.	I am comfortable with my team assignment.	4.0	6	2	2		1
12.	McLean is knowledgeable about case development.	4.8	10		1		
13.	Overall, I am satisfied with today's activities.	4.2	3	7	1		

14. Here's what I liked best about today's activities:
    - Case on case writing was very meaningful (3)
    - Participation (3)
    - Teaching style (informal, personal) (2)
    - Comfortable environment
    - Opportunity to assess ourselves
    - Clarified my ambiguities in a professional style
    - Building step-by-step
    - Presentation of facilitator
    - Interesting and inspiring presentation
    - Pace of the presentation

Covered a lot of material
Presented in a way that was easy to digest

15. Here's what I didn't like about today's activities:
Too long instruction without break (2)
Model case too difficult to comprehend
Not enough detail on some points

Additional feedback:

I wish Dr. McLean could be available during the Advanced Management course.

REACTION SUMMATIVE EVALUATION RESULTS
Case Development Workshop
June 14 - July 10, 1989
(11 of 12 participants responded)

The following scale was used to indicate the degree to which participants agreed or disagreed with the statements as they related to all of the activities that were a part of this workshop:

5 = Strongly Agree
4 = Agree
3 = Neutral or Not Sure (This option was selected by only one participant who was unable to particpate in most of the workshop because of his involvement in coordinating a course.)
2 = Disagree (No one selected this option.)
1 = Strongly Disagree (No one selected this option.)

The terminal objective for the workshop was:

Each team will develop at least one extended case study with a teaching note to be used in a specific phase of the Advanced Management course. The materials will be complete, accurate, and typed, without language errors, and will be accompanied by a signed release form from the cooperating agency.

		5	4	3	Av.
1.	During the workshop I improved my ability to develop a case.	6	5		4.5
2.	During the workshop I improved my ability to write teaching notes.	4	6	1	4.3
3.	During the workshop I improved my understanding of how to facilitate a case.	5	5	1	4.4
4.	McLean used good facilitation skills throughout the workshop.	10	1		4.9
5.	McLean provided useful feedback throughout the workshop.	9	2		4.8
6.	The terminal objective for the workshop was appropriate.	8	2	1	4.6
7.	The terminal objective for the workshop was accomplished.	7	3	1	4.5
8.	The design proposed to accomplish this objective was appropriate.	6	5		4.5
9.	I am committed to completing at least one more case before September 1.	6	5		4.5
10.	McLean is knowledgeable about case development.	9	2		4.8
11.	Overall, I am satisfied with the workshop.	8	3		4.7

12. Here's what I liked about the workshop:
Task was accomplished (4)
Personal style of facilitator (2)
Knowledge/skill of facilitator (2)
Personal guidance of facilitator (2)
Pace
Clear terminal objective
Handouts
Process outlined in workshop was followed in practice
Development of indigenous cases
Realistic and practical approach
Opening workshop very clear
Using research in developing cases
Task not as cumbersome as I thought it would be
Well planned
Efficient use of time
McLean's dedication
Self-confidence developed
Good cases now available
Involvement of everyone
Encouraging and highly accommodating attitude of facilitator
Excellent learning environment generated

13. Here's what would have improved the workshop:
More time (4)
Include focus on facilitation skills
Include more on data collection and analysis
More participation in case development one-day workshop
Weather--bad time of year
More handouts/reading materials
Involvement of faculty from other institutes
Better support resources: photocopying, typing/computer, logistics
Hold outside of Lahore so there are fewer distractions

14. Additional feedback:
Could some books on cases be added to our library for our use? (2)
Hope McLean can return to continue helping us
Anticipate McLean's feedback on new cases
Really enjoyed attending this workshop
Everything fine
Can you send copy of Bangladesh cases when available?
Would like to take some of the cases we developed and try to develop simulations/role plays
Should be no excuses from anyone for not participating fully
Cases developed by Advanced Management participants should be done in teams of two plus one faculty under McLean's guidance

Commitment for Additional Case

Name	Case Area	Agency
Iftikhar Ahmed	Public Interest	Police Department
Karamat Azim	Administration and the Citizen	State Life Insurance
Nawaz-ul-Haq	Personnel Administration	Service and General Administration Department
Shamsher Khan	Financial/Corporate Management	Public Enterprise Unit
Sajjad Mahmood	Local Government and Rural Development	Local Government and Rural Development
Shahid Majeed	MIS/Computerization	Income Tax Department, DP, Lahore
Tamgha Malik	Public Administration and the Public Interest	Customs or Police
Surreya Mustafa	Problem of Water Outlet from Canals	Irrigation Department
Azra Rafique	MIS/Computerization	Audit and Accounts Training Institute
Mohammad Safdar	Public Policy	Home Department
Rehane Samad	Administration and Management, Personnel Administration	Uncertain

NATIONAL INSTITUTE OF PUBLIC ADMINISTRATION
LAHORE

This is to certify that

_____

has successfully completed all of the requirements of the
Case Development Workshop conducted by the

NATIONAL INSTITUTE OF PUBLIC ADMINISTRATION

from 14th June to 10th July 1989, in collaboration with the

ACADEMY FOR EDUCATIONAL DEVELOPMENT

under the

DEVELOPMENT SUPPORT TRAINING PROJECT OF THE USAID.

The Workshop was conducted by Dr. Gary N. McLean, Professor, Training and Development Program, Department of Vocational and Technical Education, University of Minnesota.

Dr. Larry J. Kirkhart,
Director Management Training AED

Dr. Gary N. McLean,
AED Consultant

Aslam Iqbal,
Director NIPA

48

APPENDIX E
Certificate Awarded at Conclusion of Workshop